The Army ROTC Military Science and Leadership Program:
Curriculum Approval Guide

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I. INTRODUCTION

1. General. Headquarters, Cadet Command (HQCC) is finalizing an entirely new ROTC Military Science and Leadership (MSL) curriculum for implementation in the upcoming school year (SY) 2002-2003. This will require each Military Science Department to make changes to upcoming university/college literature, course registration booklets, course catalogs, and websites.

2. Purpose. The purpose of this paper is to provide general information and guidance to Professors of Military Science (PMS) on matters related to the changing of course prefixes, course names, course descriptions, course objectives, course discontinuation/ cancellation, and the university/college approval process. It is intended to provide general information to the PMS regarding upcoming curriculum changes being developed by HQCC. This new curriculum will require each Military Science Department to teach new classes at every MSL level -- I-IV.

Note: This paper will not cover the entire "accreditation" process. Accreditation is a university/college responsibility in accordance with the rules established by the various nationally recognized accrediting agencies that the Secretary of Education determines to be reliable authorities. The accreditation process calls into account many factors to include educational standards, teaching standards and methodologies, faculty credentials, self-assessments, and student assessments. Accreditation is done for each specific school within the university/college – Art and Design, Liberal Education, Nursing, Business, etc. (See Appendix G for more information about accreditation.)

   a. Cadet Command (CC) realizes that the approval process to implement the necessary curriculum changes will differ for each university/college. Therefore, this paper is a guide to make the changes. Even though the specific process will be different at each university/college, the overall objective is to have MSL classes standardized across the entire command.

   b. CC Training Directorate is developing a new MSL program to include curriculum, Course Management Plans (CMP) and Pony Blankets (Power Point slides). The PMS should use the Pony Blankets and the CMPs as reference materials to build the required documents (discussed below) for submitting the necessary curriculum changes to each university/college for approval. The development of these standardized Military Science and Leadership courses began several years ago as a result of a bottom-up review of all tasks taught in ROTC. Professors of Military Science provided major input to this review effort. This resulting new curriculum implements the findings from this comprehensive bottom-up review.

   c. This paper will articulate how the process should work and will provide some examples of documentation that may be required. Specific university/college system information may be found in a faculty handbook or guide, published in an electronic format, or found on a university/college's intranet/website.

II. THE CURRICULUM APPROVAL PROCESS

1. The Process. The exact process required for implementing the necessary changes will vary greatly from institution to institution. In some institutions, the process will be simple and

without many "gates." On the other extreme, the university/college may require a formal process involving the creation of a detailed proposal with extensive supporting documentation; several review steps (may include the state board of higher education), and the exposure to various individuals and departments (see Appendix A). In any case, consult the university/college faculty handbook/guide to find the required steps with appropriate documentation (see Appendices C, D, E for suggestions).

Note: In most universities/colleges there are procedures to allow departments to teach new courses on a one-time-only basis for evaluation, further development, and/or validation. This may allow time to teach both the new classes and fully develop the change proposal. Once again, consult the applicable university/college guide.

2. **The Department**. The Military Science Department will probably fall under a specific school at a university/college, such as the School of Arts and Sciences, the School of Education, or perhaps the School of Applied Science and Technology. The procedures for changes, additions, and deletions to a department's list of courses, and modifications to curriculum begin in the department itself. Since the PMS is the department chair/head, the proposed changes will probably go to the School Dean for the MSL Department (and his/her review committee). The Dean or School Curriculum Committee will review and endorse the proposal. Then the proposal will be forwarded to the University/College Curriculum Committee for further review and approval. The University/College Curriculum Committee usually reviews requests/proposals only after subordinate committees have reviewed and endorsed them.

3. **Where It Goes**. At most institutions, the curriculum approval process goes through the university/college committee dealing with academic affairs for undergraduate programs, a Curriculum Development Committee, the Faculty Senate or a combination of these. Once again, this will be dependent on the institution and how its approval process works. A University/College Provost or Vice President may provide oversight/leadership to the committees for Academic Affairs, Curriculum Development, Faculty Senate, or a combination of these.

Note: Throughout this guide, the university/college committee dealing with academic affairs for undergraduate programs, the Curriculum Development Committee, the University/College Curriculum Committee, the Curriculum Review Committee, Office of Academic Affairs, or the Faculty Senate will be referred to as "Curriculum Committees." This allows the process to remain generic.

4. **Rulings**. Curriculum Committees are charged with recommending approval or disapproval of requests for undergraduate and graduate curriculum changes. These committees also review overall curriculum patterns and course content of the instructional programs throughout the university/college. Curriculum Committees rule on substantive curricular matters. Oversight responsibilities include the approval of new courses, approval of changes in existing courses, deletion of courses, changes in degree programs or minors, and curriculum changes. In addition, Curriculum Committees review and approve all course descriptions and curriculum models appearing in the university/college catalog, course catalog, and/or scheduling bulletin.

5. Committee Membership. Committee membership will vary from institution to institution. Committee membership usually includes faculty members and the university/college Vice President for Academic Affairs, the Provost or designee, the Registrar, and a representative from the graduate school if applicable. Usually a graduate school representative will only appear when there are issues that pertain to the graduate level of study. The number of committee members may vary from six to twelve, or more, depending on the university/college. The committee meetings will be well documented. Upon adjournment, the committee will notify the petitioners of the status of their proposals.

6. Normal Requests. Normally, curriculum changes are submitted in a prescribed university/college format, in a specific sequence, and with specific supporting documentation. The forms may be available on the university/college website, in the handbook/guide, or on forms provided by the Dean's office. These may be in paper format or on computer disk. Since every change has the potential to affect the course catalog, the scheduling bulletin, and/or the university/college website, most committees retain absolute approval authority for changes. Therefore, it is very important to submit <u>all</u> desired changes for implementation.

7. Exceptions. There may be exceptions to this process. Minor changes in courses and changes about which there is not likely to be any disagreement may not need to go through the entire committee review process. Curriculum Committee rules may allow for minor changes at the discretion of the Committee Chair. Simple changes may be approved by the Committee Chair and appropriate notification provided to other committee members. Such changes may include: the deletion of a course that has not been offered for a number of years; changes of terms (semesters/quarters) in which courses are offered or required; a change in the prefix (i.e. MS to MSL); changes in course numbering (i.e. MSL 220 to MSL 201); or minor word changes which do not change the overall scope of the course. This streamlined process will allow the changes to impact the course catalog, the scheduling bulletin, and other class registration documentation quickly. Once again, consult the university/college guide.

III. SCHEDULING

Committee Meeting Schedule. For most committees, the quantity and/or complexity of submitted change proposals will determine the meeting schedule. However, most Curriculum Committees will meet at least once each academic term. Rarely do they meet during the summer. Each committee may publish suspense dates for required curriculum revision documentation. These dates are critical for the approval process and may be identified on the university/college website or through the Military Science Department designated Dean's office. Curriculum change proposals may be submitted throughout the year, well ahead of established suspense dates. Doing so would facilitate a more detailed review, an opportunity to answer queries, and provide the PMS with sufficient lead-time to resolve all relevant issues. Be aware that proposals may require review from several committees and that these committees may meet simultaneously. The PMS should not expect to have a change approved within a single term unless, through prior planning, he/she has prepared and submitted a detailed proposal document, has met off-line with committee members to discuss the desired changes, and has completed all prerequisite paperwork. Furthermore, university/college catalogs are published biennially or triennially, not annually, so approved changes may not be reflected for some time.

IV. GUIDLELINES FOR DEVELOPING PROPOSALS

1. Appendix A describes the methodology for developing proposals for course related actions. This complex process involves extensive review of a detailed program proposal. As indicated earlier, curriculum development is usually a faculty responsibility. HQCC will accomplish the initial steps for Military Science and Leadership curriculum development. The PMS will receive Pony Blankets and CMP products electronically from HQCC Training Directorate. These products will provide the necessary information to initiate and document the Military Science Department's portion of the curriculum revision requirements. (See Appendices C, D, E for sample forms.)

2. If the university/college is associated with a community college(s), the PMS should coordinate with the community college's administration before changing, adding or deleting a course.

V. REVISING AN EXISTING COURSE

The methods for revising an existing course vary. Procedures are described below and sample forms are listed in the appendices.

1. Prefix Change. The new Military Science and Leadership courses require a prefix change (MS to MSL). Submission of changes may be required on the proper form. (See Appendix C, Examples 1 and 2)

2. Course Number Change at Same Level. Due to the standardization of the Military Science and Leadership courses, it may be necessary to change the course numbering (For example, changing a course numbering from MS221 to MSL201). Course number changes may need to be cleared with another office within the university/college such as the Registrar's /Scheduling Office and possibly an associated community college, before submitting the change

for approval. This may be necessary because of the specific numbering methodology for the university/college. If the renumbering will not occur until a later term, indicate the term when the new number will be applicable. For example, a course that appears as a degree requirement will be renumbered during the fall semester. The department wants to continue to use the old number through the spring semester and summer session since the degree description in the current course catalog lists the old number. The new number should appear in the next course catalog along with a revised degree description. If there is no course content or course level change, some universities/colleges do not require a form. In such cases, submit a request by memo and attach a syllabus. (See Appendix C, Examples 1 and 2)

3. Course Number Change At Different Levels. If the Military Science and Leadership courses are numbered differently, major changes in numbering may be required. For example, at one institution the freshman through senior-level courses are currently numbered MS 101/102, MS 111/112, MS 220/221 and MS 240/241 respectively. In this case major changes to the course catalog and other institutional documents will be required. In some universities/colleges, the numbering options may be severely restricted. In cases such as this, consult the university/college faculty handbook/guide and/or seek assistance from the Academic Affairs Department. Do not forget that the MSL courses may have linkage to other departments within the university/college as elective or degree requirement credits. For these types of changes, submission of a full proposal to the applicable Curriculum Committee may be required. (See Appendix C, Examples 1 and 2)

4. Credit Hour Change. If published course hourly requirements are not in compliance with the new curriculum, submit a detailed course credit hour change proposal with all applicable supporting documentation. (See Appendix C, Examples 1 and 2)

5. General Education/Elective Credit For an Existing Course. If the Military Science and Leadership courses are to be used to satisfy general education/elective credit for degree requirements, it may be necessary to: complete a form for general education credit (See Appendix C, Example 3.); provide specific justification for inclusion of general education credit; provide a copy of the course description; and provide the course syllabus. This package is a detailed proposal that is reviewed by other school departments. Results of this review may allow students to substitute new MSL courses for other general education/degree requirements. Once again, use the CMPs and/or Pony Blankets to develop the proposal.

6. Prerequisite Change. Normally, no prerequisite changes are required for Military Science and Leadership courses. In light of the renumbering of courses (MS 101 to MSL 101), course name changes, and changes to the names of the camps, a specific proposal may be required to properly articulate the MLS prerequisites and course requirements. If the university/college requires a list of all prerequisites, submit the proper paperwork. (See Appendix C, Examples 1 and 2)

7. Title Change. Changes to the Military Science and Leadership courses will require submission of course title change documents. These title changes can be found in the Pony

Blankets. (See Appendix C, Example 1 and 2)

Pony Blanket Titles are as follows:
- MSL 101 Foundations of Officership
- MSL 102 Basic Leadership
- MSL 201 Individual Leadership Studies
- MSL 202 Leadership and Teamwork
- MSL 301 Leadership and Problem Solving
- MSL 302 Leadership and Ethics
- MSL 401 Leadership and Management
- MSL 402 Officership

8. Deleting a Course.   If a course needs to be deleted, submit the proper form. (See Appendix D)

VI. PROPOSING A NEW COURSE

Due to the amount of new Military Science and Leadership content developed, the department may have to submit each course as new. Submit the proposal for each change on the appropriate form (See Appendix F for examples). The university/college faculty handbook/guide will have explicit information on how to produce the proposal, write the course description, course catalog entry, syllabus, etc. The handbook/guide will also indicate with whom it may be necessary to consult while preparing a course description. Refer to the CMPs and Pony Blankets for assistance.

APPENDIX A

Proposal Development Guidelines and Course Related Actions

(The process contained in this appendix is a collation of many documents and is provided as an example/suggestion. It is not intended to be "the solution.")

Proposal Development Guidelines and Course Related Actions

The proposal development process originates with a program concept followed by the development of new curriculum. Since HQCC has accomplished this function for the Military Science and Leadership program, the PMS will initiate the curriculum approval process on campus. The PMS should discuss the new curriculum with the School Dean and his or her staff to determine whether there is support for the changes. The PMS should also seek approval to teach new courses on a one-time-only basis for evaluation, further development, and/or validation to allow time to fully develop the change proposal. If the PMS encounters resistance at this level that cannot be overcome, then the PMS should seek the assistance of the Brigade Commander, Region Commander or HQCC. Advice may also be obtained from other PMSs who have successfully gained such approval. The PMS should identify the program changes to the institution's resourcing personnel for planning purposes. For example, identify all classroom and audiovisual requirements not under department control that are required to support the implementation of the new curriculum.

The PMS should request information on policies, procedures, and requirements for the formal program proposal, the steps in the university/college review and approval process, and the tentative timetable for the process. At this time, the PMS should also request a copy of a recently submitted program proposal to use as a guide.

The following outlines the actions related to the development of a formal program proposal for new undergraduate courses, modification of currently approved courses, deactivation of existing courses, and to obtain credit for the program.

Formal Proposal Development Process

1.   The department chair/PMS prepares the proposal to modify a current course, deactivate an existing course or establish a new course. Use the prescribed form(s) to process and record this transaction. This form records the details of the course, describes the proposed change(s), includes the justification, and indicates the recommendations for approval.

2.   The chair/PMS will refer the course proposal to the School Curriculum Committee that has responsibility for reviewing and making recommendations on undergraduate and/or graduate curriculum. If the proposal is to modify or deactivate an existing course, the department/school chair/PMS must notify the chair(s) of the other department(s)/school that requires the course in his/her program(s). The chair(s) of this department(s)/school must review the change(s) and forward any concerns to the PMS.

3.   The School Curriculum Committee reviews the proposal, makes its recommendation, and sends it to the School Chair/Dean.

4.   The School Chair/Dean reviews the proposal, taking into consideration the recommendation of the School Curriculum Committee and any applicable comments from the chairs of other department(s)/school(s), and indicates his/her concurrence. The proposal is then forwarded to the University/College Curriculum Committee for their review, action, and approval.
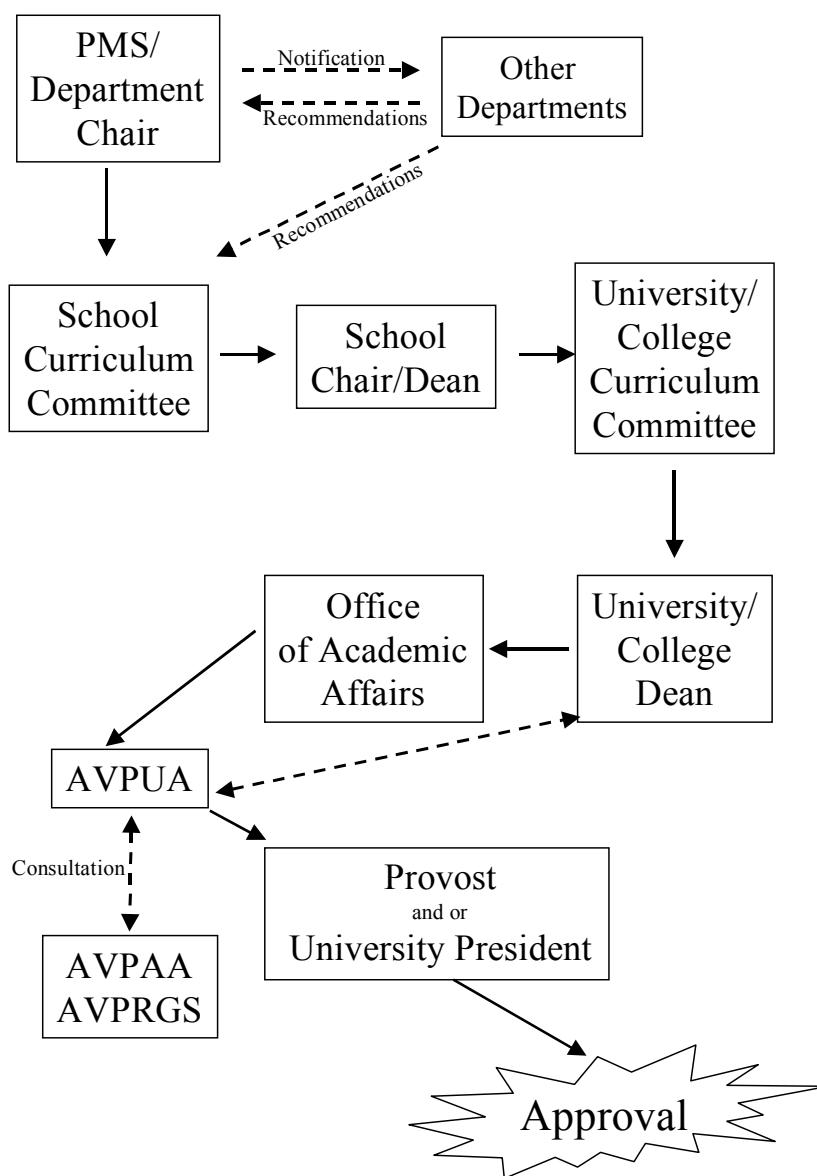
5.   The University/College Curriculum Committee reviews the course proposal and indicates its decision. The proposal then is forwarded to the University/College Dean for review.

6.   The University/College Dean or designee reviews the course proposal. If he/she approves the course proposal, it is forwarded to the Office of Academic Affairs or appropriate Curriculum Committee for review.

7.   The Assistant Vice President for Undergraduate Affairs (AVPUA), and/or the Provost's designee for course approval actions, reviews the proposal recommended by the School Dean, and Department/School Chair(s) and Curriculum Committees.

     a. The Assistant Vice President for Undergraduate Affairs and/or Provost designee consults, with the Associate Vice President for Academic Affairs (AVPAA) or Assistant Vice President for Research and Graduate Studies (AVPRGS), on questions related to approval of the proposed change(s).

     b. The AVPUA and/or the Provost designee directs questions about potential duplication, missing information, and rationale to the University/College Dean for response.

Notes: Proposals for courses that are either included in or are intended to fulfill General Education Program requirements may need to be submitted to the Faculty Senate/Undergraduate Studies Committee for review and recommendation prior to review by the Assistant Vice President for Undergraduate Affairs. The Faculty Senate/Undergraduate Studies Committee would then review the proposal for a course related to the General Education Program requirements, and submit its recommendation to the Assistant Vice President for Undergraduate Affairs and/or the Provost's designee.

8.   The Provost and/or his or her designee reviews the course proposal and recommendations to make a final decision on approval. In some institutions the Provost or designee makes a recommendation to the University/College President for final approval.

9.   The following implementation actions take place after approval of the proposal:

     a. Approved new courses will be implemented either at the beginning of the term requested by the proposing department/school or term following approval.

     b. Changes to currently approved courses will be effective with the publication date of the next university/college catalog.

     c. Courses approved for deactivation will be discontinued at the beginning of the term as requested by the department/school.

     d. A copy of the course form indicating approval by the Provost or designee will be forwarded to the department/school.

     e. All actions related to new courses, course changes, and course deactivation will be included in the next university/college catalog.

Course Related Actions and Proposal Guide Flowchart

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┌──────────────┐   Notification    ┌──────────────┐
│    PMS/       │ ----------------> │    Other     │
│  Department   │ <---------------- │ Departments  │
│    Chair      │  Recommendations  └──────────────┘
└──────────────┘         \  Recommendations
       │                  \
       ▼                   ▼
┌──────────────┐     ┌──────────────┐     ┌──────────────┐
│   School     │ --> │   School     │ --> │ University/  │
│ Curriculum   │     │ Chair/Dean   │     │  College     │
│ Committee    │     └──────────────┘     │ Curriculum   │
└──────────────┘                          │ Committee    │
                                          └──────────────┘
                                                 │
                                                 ▼
┌──────────────┐     ┌──────────────┐     ┌──────────────┐
│   Office     │     │ University/  │     
│ of Academic  │ <-- │  College     │
│  Affairs     │     │    Dean      │
└──────────────┘     └──────────────┘
       │
       ▼
┌──────────┐  <------  
│  AVPUA   │
└──────────┘
    │  ▲ Consultation
    │  │           \
    ▼  │            ▼
┌──────────┐   ┌─────────────────────┐
│  AVPAA   │   │      Provost        │
│ AVPRGS   │   │      and or         │
└──────────┘   │ University President│
               └─────────────────────┘
                         │
                         ▼
                    ✦ Approval ✦
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Program Proposal for Institutional Resource Support

1.   In addition to the required proposal items, the PMS must ensure that the resource requirements for the new program or new curriculum are identified and justified in the ROTC department budget proposal.

2.   The Curriculum Committee of the school in which the department resides reviews the complete budget proposal. Once reviewed, it is then forwarded to the office of the School Dean for action.

MSL Courses to Satisfy General Education Requirement/Minor

When the MSL courses are used to fulfill General Education requirements or to establish a minor, the process increases in complexity involving many reviews, presentations, and committees. The PMS will design and formulate the a proposal that fully describes its content, requirements, rationale, statement of need and demand, resources necessary for implementation, and plan for implementation. The Pony Blankets, CMPs and lesson plans will be instrumental in the preparation of this proposal. The proposal must conform to university/college policy and procedures.

APPENDIX B

Guidelines for Submitting Syllabi to the Curriculum Committee

(The process contained in this appendix is a collation of many documents and is provided as an example/suggestion. It is not intended to be "the solution.")

Guidelines for Submitting Syllabi to the Curriculum Committee

A sample syllabus is required for the Curriculum Committee to assess the depth and breadth of each proposed course (MSL 101 through MSL 402) related to the requested course level and credit hours. Each syllabus should observe the following guidelines:

1. Course Number.

2. Course Title.

3. Credit Hours: Define the number of classroom instructional hours and/or the number of hours of lab hours per week.

4. Prerequisites.

5. Date Syllabus Prepared.

6. Texts or Major Resources: For texts assigned as required readings or to complete class assignments, include the full citation for textbooks including publication year, and/or list appropriate potential resource materials (including journal titles). HQCC will develop and publish college textbooks for each course.

7. Course Description: Provide the description from the course catalog/scheduling bulletin or course catalog.

8. Course Objective/Goal: Include sufficient objectives to cover the breadth of the course.

9. Course Content:

    a. Use the course CMP to develop a course content summary.

    b. Provide a schedule of the class dates and times.

10. Course Requirements/Evaluation:

    a. Clarify how a cadet/student will be graded and evaluated during the course. Explain expectations of cadet/student performance and specific methodology for grading. Include required items: writing assignments, quizzes, examinations, presentations, and class participation.

    b. List relative weights for tests, assignments, class participation, unannounced quizzes, and other components that contribute to the final grade.

    c. Identify grading scale used and how applied.

    d. Explain how class participation will be graded.

    e. Explain the criteria for attaining a grade of "Satisfactory" when a "Satisfactory-Unsatisfactory" or "Pass – Fail" scale is used.

    f. Identify approximate exam dates, including the final exam. Explain how the final exam period will be used, and whether presentations and reports will be substituted for exams.

NOTE: Follow the University/College policy for final exams: Administer final exams during the hours specified in the semester examination schedule.

    11. Course Policy Statements: Include policy statements on class-related matters, such as unannounced quizzes, class attendance/absences, and class participation.

APPENDIX C

Application to Change an Existing Course Sample Forms

(The process and forms contained in this appendix are collations of many documents and are provided as examples/suggestions. They <u>are not</u> intended to be "the solution.")

<u>Example 1</u>: Application to Change an Existing Course: Prefix, Course Number, Credit Hours, Description, Prerequisite and Title.

Existing Course Prefix/Number/Title _____

Department _____

Degree Title (if applicable) _____

Proposed Effective Date _____

              Submitted by: _____

                                        Name   Date

___ Approved ___ Not Approved   _____
                                  Department Curriculum Committee   Date

___ Approved ___ Not Approved   _____
                                  General Education Council*   Date

___ Approved ___ Not Approved   _____
                           Professional Teacher Education Unit Program Area* Date

___ Approved ___ Not Approved   _____
                                  Department Chair   Date

___ Approved ___ Not Approved   _____
                                  School Curriculum Committee and/or   Date
                                   Teacher Education Council*

___ Approved ___ Not Approved   _____
                                  School Dean   Date

___ Approved ___ Not Approved   _____
                                  Undergraduate Policies and Curriculum Committee   Date

___ Approved ___ Not Approved   _____
                                  Vice President for Academic Affairs   Date

___ Approved ___ Not Approved   _____
                                  President   Date

 *For curriculum proposals involving General Education courses, there should be collaboration by the Department Curriculum Committee and the General Education Council. For Teacher Preparation proposals, there should be collaboration by the Department Curriculum Committee,

the Professional Teacher Education Unit (PTEU) Program Area Committee, the Teacher Education Council, and the College/School Curriculum Committee.

Please indicate what changes are being proposed:

_____	Change in course number	_____	Change in course description
_____	Change in course title	_____	Change in prerequisite
_____	Change in credit hours		
_____	Other change (please identify) _____		

I. Current Information

Page Number in Current Catalog:

Current Course Information in Catalog (photocopy preferable):

II. Proposed Information (fill in completely)

Course Prefix and Number:

Course Title:

Credit Hours:

Prerequisites:

Course Description:

III. Justification for Change

<u>Example 2:</u> Application to Change an Existing Course

1. Submitted by School of _____ Date: _____

    Department/Division offering course: _____
2. Changes proposed:
    (a) Present prefix and number _____ Proposed prefix and number: _____

    (b) Present Title _____

       New Title _____

    (c) If course title is changes and exceeds 24 characters (including spaces), including a sensible title (not to exceed 24 characters) for use on transcripts: _____

    (d) Present credits: _____ Proposed credits: _____

    (e) Current lecture/laboratory ratio: _____ Proposed: _____

    (f) Effective Date of Change (Semester and Year): _____

3. To be cross-listed as: _____ _____
                           Prefix and Number   Signature: Department Chair

4. Proposed change in Bulletin description:
    (a) Present description (including prerequisite(s)): _____
       _____
       _____

    (b) New description: _____
       _____
       _____

    (c) Prerequisite(s) for course as changes: _____

5. What prompted this proposal? _____
       _____
       _____

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
       _____
       _____

7. What other departments could be affected by the proposed change?
       _____

8. Will changing this course change the degree requirements in one or more programs? * _____ Yes _____ No
    If yes, please attach an explanation of the change.*

* NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

9. Is this course currently included in the University/College Studies Program? _____ Yes _____ No

If yes, please attach correspondence indicating concurrence of the University/College Studies Committee.

10. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

11. Is this a minor change?
  _____ Yes   _____ No
  (NOTE: See below for the description of what a constitutes a minor change. Minor changes are sent directly from the Dean of the School to the Chair of the Faculty Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the Department, who should be consulted for further information on the proposed course change?

  Name: _____   Phone Ext.: _____   Email address: _____

Signatures of Approval:

_____   _____
            Department Chair   Date

_____   _____
            School Dean   Date

_____

      Date of Notice to the Faculty

_____   _____
            **Undergraduate Council   Date

_____   _____
            ** Graduate Council   Date

_____   _____
      ** Academic Council for the Medical Center   Date

_____   _____
            ** Faculty Senate Council   Date of Notice to University/College Faculty Senate

  *** If applicable, as provided by the Rules of the University/College Senate.*

_____
ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:
  a.   change number within the same hundred series;
  b.   editorial change in description, which does not imply change in content or emphasis;
  c.   editorial change in title, which does not imply change in content or emphasis;
  d.   change in prerequisite, which does not imply change in content or emphasis;
  e.   cross listing of courses under conditions set forth in item 3;
  f.   correction of typographical errors.

Example 3: **Application to Change an Existing Course -- General Education Credit/Minor**

Course Prefix/Number/Title _____
Department   _____
Degree Title (if applicable)   _____
Proposed Effective Date   _____
Submitted by: _____
                    Faculty Member   Date

___ Approved ___ Not Approved _____
                                Department Curriculum Committee   Date

___ Approved ___ Not Approved_____
                                General Education Council**   Date

___ Approved ___ Not Approved_____
                                Professional Teacher Education Unit: Program Area***Date

___ Approved ___ Not Approved_____
                                Department Chair   Date

___ Approved ___ Not Approved _____
                                Teacher Education Council****   Date

___ Approved ___ Not Approved _____
                                School Curriculum Committee   Date

___ Approved ___ Not Approved _____
                                School Dean   Date

___ Approved ___ Not Approved _____
                                Undergraduate Policies and Curriculum Committee Date

___ Approved ___ Not Approved_____
                                Vice President for Academic Affairs   Date

___ Approved ___ Not Approved _____
                                President   Date

  ** General Education Council evaluates proposals in collaboration with Department Curriculum Committees.
***PTEU Program Area evaluates proposals in collaboration with Department Curriculum Committees.

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****Teacher Education Council evaluates proposals within its purview instead of School Committees.

I. Proposed Information

Course Prefix and Number_____

Course Title_____

Credit Hours_____

Prerequisites_____

(Prerequisites are courses or requirements that are non-negotiable and must be successfully completed by any student before enrolling in the course or program under consideration.)

Course Description for the Catalog:

II. Justification for Course

A. Explain assessment findings, which led to course development.

B. Explain for Prerequisites:

1. What is the substance of content in each prerequisite that commands its inclusion as a prerequisite to the proposed course?

2. What is the desired sequence of prerequisites?

3. What is the rationale for requiring the above sequence of prerequisites?

4. How often are the required prerequisites offered?

C. Give any other justification for course.

III. New General Education Course

    Answer the following questions to explain how the new course contributes to integrated learning at the University/College.

        A. In general terms, how does this course connect with others to round out General Education?

           1. What are this course's unique contributions to the General Education program?

           2. Why are these contributions of such value to the General Education program?

        B. How will this course help students recognize the relationship between this course's content and the content of other General Education courses?

        C. How will this course reflect the following principal skill-building objectives of General Education?

           1. Writing skills:

           2. Reading skills:

           3. Speaking/Presentation skills:

           4. Skill in use of Language and Symbols:

           5. Critical Thinking skills:

           6. Analytical/Problem-Solving skills:

           7. Computer skills:

        D. How will this course help students develop a global perspective, including tolerance for differences among people (gender, race, culture)?

        E. How often will this course be offered?

F. All sections of the course will be taught with the understanding that the following apply:

    1. Purpose of the course.

    2. Objectives of the Course

    3. Course Content

G. What instructional methodologies will be incorporated into the course to stimulate group process and educational outcomes?

H. Outline the plan for continuous course assessment

I. Enclose a course syllabus

IV. Resources and Funding Required

What resources will be redirected to accommodate this course?

Explain what items will cause additional cost to the department/school/college:

    Personnel:

    Computer Technology:

    Library resources:

    Equipment:

    Space:

V. Course Master Form

This form will be completed by the requesting department and will be sent to the Office of the Registrar.

The form is required for all new courses.

DISCIPLINE   _____

COURSE NUMBER   _____

COURSE TITLE FOR LABEL   _____
  (Note: Limit 30 spaces)

CLASS-LAB-CREDIT HOURS   _____

Approval, Effective Quarter   _____

Grades Allowed (Regular or S/U)_____

Learning Support Programs/Courses which are required as prerequisites
_____

APPROVED:

_____
 Vice President for Academic Affairs or Designee

APPENDIX D

Application to Delete/Drop a Course
Sample Forms

(The process and forms contained in this appendix are collations of many documents and are provided as examples/suggestions. They <u>are not</u> intended to be "the solution.")

<u>Example 1:</u> **Application to Delete/Drop a Course**

Course Prefix/Number/Title _____

Department _____

Degree Title (if applicable) _____

Proposed Effective Date _____

            Submitted by: _____

                                        Faculty Member   Date

___ Approved ___ Not Approved _____

                                        Department Curriculum Committee   Date

___ Approved ___ Not Approved _____

                                        General Education Council*   Date

___ Approved ___ Not Approved _____

                                 Professional Teacher Education Unit: Program Area** Date

___ Approved ___ Not Approved _____

                                        Department Chair   Date

___ Approved ___ Not Approved _____

                                        Teacher Education Council***   Date

___ Approved ___ Not Approved _____

                                        School Curriculum Committee   Date

___ Approved ___ Not Approved _____

                                        School Dean   Date

___ Approved ___ Not Approved _____

                                        Undergraduate Policies and Curriculum Committee   Date

___ Approved ___ Not Approved _____

                                        Vice President for Academic Affairs   Date

___ Approved ___ Not Approved _____

                                        President   Date

  *General Education Council evaluates proposals in collaboration with Department Curriculum Committees.

**PTEU Program Area Committee evaluates proposals in collaboration with Department Curriculum Committees.

***Teacher Education Council evaluates proposals within its purview instead of School Committees.

I. Current Information (Fill in completely)

        Page Number in Current Catalog _____
        Course Prefix and Number _____
        Course Title _____
        Credit Hours _____
        Prerequisites _____

II. Justification for Course Deletion

        Explain assessment findings, which led to the decision to delete.

        Give any other justification for course deletion.

Example 2: Application to Delete/Drop a Course

1. Submitted by School of _____ Date: _____

     Department/Division offering course: _____

2. Prefix and Number: _____ Title: _____ Credits: _____

3. Effective Date: _____ (semester and year)

4. Why is the course to be dropped?
     _____
     _____
     _____

5. Will dropping this course change the degree requirements in one or more programs?* _____ Yes _____ No
     If yes, explain the change(s) below
     _____
     _____

*_NOTE: Approval of this change will constitute approval of the program change unless other program_
modifications are proposed.

6. Has the course been taken by a significant number of students in other departments/schools? _____ Yes ____ No

     a. If yes, list the school(s) or department(s) from which student enrollment in this course has come from, if
known.
     _____

     b. What provision has been made for meeting the needs of these students?
     _____
     _____

7. Is this course in current use in any of the Community Colleges?   _____ Yes _____ No
     If so, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

8. Is this course currently included in the University/College Studies Program?   _____ Yes _____ No

9. Within the Department, who should be consulted for further information on the proposed course change?

     Name: _____ Phone Ext.: _____ Email address: _____

Signatures of Approval:

_____	_____
Department Chair	Date

_____   _____

School Dean   Date

_____

Date of Notice to the Faculty

_____   _____

**Undergraduate Council   Date

_____   _____

** University/College Studies   Date

_____   _____

** Graduate Council   Date

_____   _____

** Academic Council for the Medical Center   Date

_____   _____

** Faculty Senate Council (Chair)   Date of Notice to University/College Faculty Senate

         ** *If applicable, as provided by the Rules of the University/College Faculty Senate.*

_____

ACTION OTHER THAN APPROVAL

APPENDIX E

Application for a New Course
Sample Forms

(The process and forms contained in this appendix are collations of many documents and are provided as examples/suggestions. They <u>are not</u> intended to be "the solution.")

<u>Example 1:</u> **Application for a New Course**

Course Prefix/Number/Title_____

Department_____

Degree Title (if applicable)_____

Proposed Effective Date _____

Submitted by:

_____
Faculty Member   Date

___ Approved ___ Not Approved

_____
Department Curriculum Committee   Date

___ Approved ___ Not Approved

_____
Professional Teacher Education Unit: Program Area*   Date

___ Approved ___ Not Approved

_____
Department Chair   Date

___ Approved ___ Not Approved

_____
Teacher Education Council**   Date

___ Approved ___ Not Approved

_____
School Curriculum Committee   Date

___ Approved ___ Not Approved

_____
School Dean   Date

___ Approved ___ Not Approved

_____
Undergraduate Policies and Curriculum Committee   Date

___ Approved ___ Not Approved

_____
Vice President for Academic Affairs   Date

___ Approved ___ Not Approved

_____
President   Date

*The PTEU Program Area Committee collaborates closely with Department Curriculum Committees.
**Signature required for Teacher Preparation proposals (omit College or School Curriculum Committee).

I. Proposed Information

    Course Prefix and Number_____

    Course Title _____

    Credit Hours _____

    Prerequisites _____

    (Prerequisites are courses or requirements that non-negotiable and must be successfully completed by any student before enrolling in the course or program under consideration.)

    Course Description for the Catalog:

II. Justification for Course

    A. Explain assessment findings which led to course development.

    B. Explain for Prerequisites:

        1. What is the substance of content in each prerequisite that commands its inclusion as a prerequisite to the proposed course?

        2. What is the desired sequence of prerequisites?

        3. What is the rationale for requiring the above sequence of prerequisites?

        4. How often are the required prerequisites offered?

    C. Give any other justification for the course.

III. Additional Information

    A. Where does this course fit sequentially and philosophically within the program of study.

B. What efforts have been made to ensure that this course does not duplicate the content of other college courses with similar titles, purposes, or content?

C. Where will the course be located in the program (elective, required or elective for the major)? Indicate and justify its placement in the curriculum.

D. How often will this course be offered?

E. All sections of the course will be taught with the understanding that the following apply:

    1. Purpose of the Course

    2. Objectives of the Course

    3. Course Content

F. What instructional methodologies will be incorporated into the course to stimulate group process, writing skills, multiculturalism, and educational outcomes?

G. Outline the plan for continuous course assessment. What are the department, school, college, or professional standards, which will be used for the assessment? How will it be determined that the course is current, meeting the educational needs of students and responsive to educational standards? How often will the department do the course assessment?

H. Enclose a course syllabus (optional format attached)

SAMPLE SYLLABUS FORMAT

I.   Course Prefix Number and Title

II.   Instructor

        Office:

        Telephone:

III.   Text(s)

IV.   Course Requirements/Assignments

 V.   Evaluation and grading

VI.   Academic honesty statement

VII.   Attendance Policy

VIII.   Reference/Bibliography

 IV.   Resources and Funding required

        What resources will be redirected to accommodate this course?

        Explain what items will cause additional cost to the department/school:

            Personnel:

            Computer Technology:

            Library resources:

            Equipment:

            Space:

V.   Course Master Form

This form will be completed by the requesting department and will be sent to the Office of the Registrar once the course has been approved by the Office of the President.

The form is required for all new courses.

DISCIPLINE _____

COURSE NUMBER _____

COURSE TITLE FOR LABEL _____
  (Note: Limit 30 spaces)

CLASS-LAB-CREDIT HOURS _____

Approval, Effective Quarter _____

Grades Allowed (Regular or S/U) _____

Learning Support Programs/Courses which are required as prerequisites
_____

APPROVED:

_____
 Vice President for Academic Affairs or Designee

<u>Example 2:</u> Application for a New Course

1. Submitted by College of _____ Date: _____

   Department/Division offering course: _____

2. Proposed designation and Bulletin description of this course:

   a. Prefix and Number: _____   b. Title* _____
       *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding
       24 characters) for use on transcripts_____

   c. Lecture/Discussion hours per week _____ d. Laboratory hours per week _____

   e. Studio hours per week _____   f. Credit _____

   g. Course description:
       _____
       _____
       _____

   h. Prerequisites:
       _____
       _____
       _____

   i. May be repeated to a maximum of _____ (if applicable)

4. To be cross-listed as _____   _____
                          Prefix and Number   Signature, Chairman, cross-listing department

5. Effective Date: _____ (semester and year)

6. Course to be offered: ____ Fall ____ Spring ____ Summer

7. Will the course be offered each year?   _____ Yes   _____ No
   (Explain if not annually)
       _____
       _____

8. Why is this course needed?
       _____
       _____

9.   a. Will who teach the course?   _____

     b. Are facilities for teaching the course not available?   _____ Yes   _____ No
         If not, what plans have been made for providing them?

10. What enrollment may be reasonably anticipated? _____

11. a. Will this course serve students in the Department primarily?   _____ Yes _____ No

b. Will it be of service to a significant number of students outside the Department? _____ Yes _____ No
If so, explain.

_____
_____

c. Will the course serve as a University/College Studies Program?
d. _____ Yes _____ No
If yes, under what area? _____

12. Check the category most applicable to this course:

_____ traditional; offered in corresponding departments elsewhere;

_____ relatively new, now being widely established;

_____ not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program? _____ Yes _____ No
If yes, which? _____

14. Will adding this course change the degree requirements in one or more programs?* _____ Yes _____ No
If yes, explain the change(s) below
_____
_____

NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

15. Attach a list of the major teaching objectives of the course proposal and outline and/or reference list to be used.

16. Within the Department, who should be consulted for further information on the proposed course change?

Name: _____ Phone Ext.: _____ Email address: _____

Signatures of Approval:

_____   _____
               Department Chair   Date

_____   _____
               School Dean   Date

_____

      Date of Notice to the Faculty

_____   _____
             **Undergraduate Council   Date

_____   _____
          ** University/College Studies   Date

_____   _____
              ** Graduate Council   Date

_____   _____
    ** Academic Council for the Medical Center   Date

_____   _____
       ** Faculty Senate Council (Chair)   Date of Notice to University/College Faculty Senate

     *** If applicable as provided by the Rules of the University/College Faculty Senate.*

_____
                       ACTION OTHER THAN APPROVAL

APPENDIX F

Hints for Gaining Curriculum Approval

Curriculum Approval Helpful Hints.

Below are helpful hints to assist in the curriculum approval process:

- Obtain examples of successful course approval materials. This is institution specific information. The PMS should find it within the school that includes the Military Science Department.

- Contact other PMSs who have successfully completed this process. The Brigade Headquarters can also provide additional information.

- Encourage cadre to participate in Curriculum Committee activities to gain an understanding of the procedures and political nuances of the university/college, access to documents, and increase credibility of the department.

- Peruse the course catalog/scheduling bulletin to determine if other disciplines have similar courses. Show a connection between what the MSL Department teaches and other courses currently taught at the school. Contact other professors teaching similar courses for coordination.

- When filling out forms and meeting with approval personnel or committees, limit the use of military jargon or terms.

- Identify all new facility requirements (e.g. different classrooms, locations and equipment).

- Enlist the support of Deans, Associate Deans, and or Department Chairs who may assist in gaining quick course approval.

- Provide an up front briefing to Deans and school administrators on ROTC MSL curriculum changes that are taking place in an attempt to gain support. This will make the process faster.

- Understand the necessary paperwork and processes necessary to gain approval.

- Know all suspense dates and timelines.

- Before submitting changes, attend a curriculum meeting. Observe the process to determine the requirements for approval of applicable changes.

APPENDIX G

GLOSSARY

Glossary (for the purposes of this document)

- Accreditation – The United States has no Federal Ministry of Education or other centralized authority exercising single national control over postsecondary educational institutions in this country. The States assume varying degrees of control over education allowing institutions of higher education to operate with considerable independence and autonomy. Consequently, American educational institutions can vary widely in the character and quality of their programs. In order to ensure a basic level of quality, the practice of accreditation arose in the United States as a means of conducting non-governmental, peer evaluation of educational institutions and programs. Private educational associations of regional or national scope have adopted criteria reflecting the qualities of a sound educational program and have developed procedures for evaluating institutions or programs to determine whether they are operating at basic levels of quality. Some of the functions of accreditation are:

    1. Verifying that an institution or program meets established standards;
    2. Assisting institutions in determining the acceptability of transfer credits;
    3. Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions;
    4. Establishing criteria for professional certification and licensure, and upgrading courses offering such preparation;
    5. Involving the faculty and staff comprehensively in institutional evaluation and planning;
    6. Helping to identify institutions and programs for the investment of public and private funds;
    7. Protecting an institution against harmful internal and external pressure;
    8. Assisting prospective students in identifying acceptable institutions;
    9. Providing one of several considerations used as a basis for determining eligibility for Federal assistance.

For more information visit the United States Department of Education Office of Postsecondary Education: http://www.ed.gov/offices/OPE/accreditation/accredus.html

- Catalog –

    - University/College catalog provides an overview of the institution mission and goals, a general description of programs of study and courses offered throughout the institution. University/College catalogs are not updated on a yearly basis.

    - Course Catalog/Scheduling Bulletin lists classes offered during a given term, dates, times, professors, and locations. A new course catalog is published for each term.

- Course Management Plan (CMP) – CMPs are outlines of the courses and include learning objectives and lesson summaries.

- Curriculum – A group of related courses, often in a special field of study: *the engineering curriculum, the ROTC curriculum.*

- Department – A division of a university/college giving instruction in a particular subject.

- <u>Department Chair</u> – The head of a division with in a university/college. The PMS is the Department Chair of the Department of Military Science.

- <u>MSL</u> – Military Science and Leadership courses and program, formerly Military Science.

- <u>PMS</u> – Professor of Military Science.

- <u>Pony Blankets</u> – Illustrate the alignment of the new curriculum.

- <u>School</u> – An institution for specialized higher education often associated with a university/college--the school of engineering.

- <u>University/College</u> – An institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees; specifically: one made up of an undergraduate division which confers bachelor's degrees and a graduate division comprised of a graduate school and professional schools each of which may confer master's degrees and doctorates.